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AUTHOR Anderson, B. Harold
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ABSTRACT

The purpose of this study was to collect data concerning various aspects of the vocational teacher education programs in the 22 University Council for Vocational Education member institutions. This study was third in a series sponsored by the council to develop a database so that the current status and trends in these programs could be determined. Certain data collected in the 1985 and 1987 studies are presented with the report so comparisons in various categories can be made. Findings, based on an analysis of the data and a review of the material provided by the respondents are presented under the following headings: (1) personnel; (2) compensations of faculty, graduate students, and unit administrator; (3) faculty assignments; (4) credit hour production; (5) financial support; (6) institutional and international student enrollment; (7) doctoral program data; (8) masters program data; (9) undergraduate program data; (10) integrating academic and vocational education; and (11) institutional trends. Thirty-six tables and an appendix containing the survey instrument are included. (NLA)

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RESEARCH REPORT

AN ANALYSIS OF PERSONNEL, FINANCIAL, AND ENROLLMENT STATUS IN UNIVERSITY COUNCIL OF VOCATIONAL EDUCATION MEMBER INSTITUTIONS

Prepared for

The University Council
for Vocational Education

B. Harold Anderson
Project Director

March 1991

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FOREWORD

During the past decade, vocational teacher education units in colleges and universities have experienced tremendous change. In July of 1985, the University Council for Vocational Education contracted for a study to determine the status of vocational teacher education in its member institutions. That study was replicated in 1987, and this report represents the third in a continuing series of studies sponsored by the University Council on a biennial basis.

Among the specific purposes listed in the by-laws of the Council are those to develop new knowledge, to ascertain its effective use, and to provide a mechanism for improving the capacity of institutions of higher education to provide for professional development in higher education. It is hoped that this study and the previous studies sponsored by the Council will provide information that can be utilized to help improve the planning and delivery of vocational education programs at the university level.

Since this study represents the third in a series, a data base is now available to determine institutional and national trends and developments. All the member institutions have participated in each study. However, the number of institutions participating in this study is larger, since new members have been invited to join the Council since the initial study was conducted in 1985.

Dr. B. Harold Anderson
Director, Graduate Programs
School of Occupational and Educational Studies
Colorado State University
Fort Collins, CO 80523
Project Director

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The project director and the Council wishes to acknowledge the financial support of the Colorado Community College and Occupational Education System in conducting this study. Without this support, the scope and dissemination of the study would have been greatly reduced.

EXECUTIVE SUMMARY

Introduction

The purpose of this study was to collect data concerning various aspects of the vocational teacher education programs in the University Council for Vocational Education member institutions. This study is the third in the series sponsored by the Council to develop a data base so that the current status and trends in these programs could be determined. Certain data collected in the 1985 and 1987 studies are presented with this report so that comparisons in various categories can be made.

This summary presents a brief overview of the conduct of the study and a listing of the major findings. No attempt was made to discuss all the findings and implications. However, detailed information can be gained by reviewing the specific tables that are presented later in this report.

Procedures

The following procedures were utilized in conducting this survey.

1. The data gathering instruments utilized in two previous studies were reviewed and refined. Various members of the Council were contacted by phone to determine what information previously collected could be condensed or eliminated.

2. A revised instrument was developed and reviewed by faculty members at Colorado State University.

3. Suggestions concerning format and clarity were obtained and where feasible, incorporated into the final questionnaire (see Appendix A).

4. The questionnaire was mailed to the designated vocational unit heads at each member institution in the early spring of 1990.

5. By May 15, 1990, after several follow up letters and phone calls, a completed return was received from each of the member institutions. This return represented a 100 percent response from the member institutions.

6. A number was assigned to each institution and the data was transferred to a personal computer disk for analysis.

7. Phone calls were made to those individuals who did not provide all the requested data. Some additional data was obtained and added to that previously collected.

8. The data was summarized and arranged in tables for presentation. Where possible, data from the previous two studies was also incorporated into the tables.

Findings

Based on an analysis of the data and a review of the material provided by the respondents, the following findings are presented. The findings are presented under the following headings.

A. Personnel
B. Compensations of Faculty, Graduate Students and Unit Administrator
C. Faculty Assignments
D. Credit Hour Production
E. Financial Support
F. Institution and International Student Enrollment
G. Doctoral Program Data
H. Masters Program Data
I. Undergraduate Program Data
J. Integrating Academic and Vocational Education
K. Institutional Trends

A. Personnel

1. The mean number of full-time faculty members in the member institutions in 1989 decreased to 18.8 from 21.4 in 1987. The 1987 mean showed an increase over the 1985 mean of 19.8. The highest number of full-time faculty was reported in 1981 with 22 being the mean.

2. The number of full-time faculty members per institution ranged from a high of 38 to a low of 4.

3. The decrease in the mean number of full-time faculty members was found in all ranks.

4. The mean number of part-time faculty decreased significantly from 1987 to 1989, with 30.9 reported in 1987 and 4.7 reported in 1989.

5. The mean number of anticipated faculty retirements in the next two years was .9, while the mean for four years was 1.0. This appears to be considerably less than the degree of anticipated retirements for higher education in general.

6. The mean number of full-time support staff decreased from 9 to 6.4 when comparing the 1989 mean with that reported in 1987.

7. The mean number of part-time support staff and GRAs also decreased when one compares 1989 data with the 1987 data. However, the means for work study students and GRAs increased.

NOTE: The data concerning personnel is presented in Tables 2 through 7.

B. Compensation of Faculty, Graduate Students, and Unit Administrators

1. The mean salary for full-time professors on nine month contracts in the 1989-90 school year was $47,700.00. This was a 13.1 percent increase over the 1987 average. Professors salaries ranged from a high of $74,000.00 to a low of $32,245.00 when 12 month contracts were included.

2. The mean salary for full-time associate professors on nine month contracts in the 1989-90 school year was $40,336. This was a 10.9 percent increase over the 1987 average. Associate professors salaries ranged from a high of $68,000 to a low of $29,880 when 12 month contracts were included.

3. The mean salary for full-time assistant professors on nine month contracts in the 1989-90 school year was $33,135. This represented a 9.1 percent increase over the 1987 average. Assistant professors salaries ranged from a high of $49,500 to a low of $24,572 when 12 month contracts were included.

4. The mean salary for full-time instructors on nine month contracts in the 1989-90 school year was $23,251. This represented a 4.2 percent decrease when compared to the 1987 average. Instructors salaries ranged from a high of $34,900 to a low of $16,000 when 12 month contracts were included.

5. The mean percent of maximum additional compensation for nine month employees working in summer months was 27. The range was from 20 percent to 40 percent.

6. The mean salary increase granted for the 1989-90 academic year was 5.5 percent. This compares with a mean increase of 6.6 percent granted in 1987 and 5.4 percent granted in 1985. Mean salary increases at the member institutions ranged from a high of 10.4 percent to a low of 0.

7. The mean of the member institutions cost of faculty benefits was 21.9 percent. Faculty benefit costs at the member institutions reporting ranged from a high of 33 percent to a low of 0.

8. The mean salary of the unit administrators, adjusted for a 12 month period, was $65,095. These salaries ranged from a high of $81,300 to a low of $38,200 when 9 month employment periods were included. Four of the 21 respondents reported a 9 month employment period. The 1989-90 unit administrators salary adjusted for a 12 month pay period was 14.9 percent higher than the figure reported in 1987.

9. The mean number of GTA's employed by the member institutions was 5.9, while the mean number of GRA's employed was 8.7. The number of GTA's employed per institution ranged from a high of 30 to 0. The number of GRA's employed per institution ranged from a high of 46 to 0.

10. The average compensation paid GTA's was $767 per month, while the GRA's average compensation was $760 per month.

11. The mean employment requirement for GTA's was 18.3 hours per week while the mean employment expectation for GRA's was 18.2 hours per week.

NOTE: The data reporting compensation of faculty, graduate students and unit administrators is presented in Tables 8 through 14.

C. Faculty Assignments

1. The mean reported time spent by undergraduate faculty on teaching was 64.3 percent, research 18 percent, and service 17.9 percent. The amount of time spend in teaching by undergraduate faculty in the member institutions ranged from a high of 100 percent to a low of 33 percent.

2. The mean reported time spent by graduate faculty on teaching was 58.5 percent, research 25.5 percent, and service 16.1 percent. The amount of time spent in teaching by graduate faculty in the member institutions ranged from a high of 100 percent to a low of 33 percent.

3. The amount of time spent by faculty in teaching, research, and service did not change appreciably in 1989-90 from that reported in 1985. However, a slight decrease in the time spent in teaching and a small increase in the percent of time spent in research activities by graduate faculty was reported.

NOTE: The data reporting faculty assignments is presented in Table 15.

D. Credit Hour Production

1. The 1988-89 on-campus credit hour production increased in seven institutions, decreased in six institutions and remained relatively the same in eight institutions when compared to the 1986-87 production.

2. The 1988-89 off-campus credit hour production increased in five institutions, decreased in ten institutions and remained relatively the same in seven institutions when compared to the 1986-87 production.

NOTE: The data reporting credit hour production is presented in Tables 17 and 18.

E. Financial Support

1. University support for the vocational unit increased in one institution, decreased in six institutions, and showed no significant change in fourteen institutions when comparing the 1989-90 school year with the 1987-88 school year.

2. State agency support increased in two institutions, decreased in five institutions and showed no significant change in fourteen institutions when comparing the 1989-90 school year with the 1987-88 school year.

3. Support from research contracts and grants increased in ten institutions, decreased in two institutions, and showed no significant change in nine institutions when comparing the 1989-90 school year with the 1987-88 school year.

4. A large majority of the institutions reported no significant change in sabbatical, professional development, or graduate student support when comparing the 1989-90 school year with the 1987-88 school year.

NOTE: The data reporting sources and status of financial support is presented in Table 18.

F. Institution-wide and International Student Enrollment

1. The mean total student enrollment for the member institutions was 26,870. Total student enrollment ranged from a high of 58,500 to a low of 10,596.

2. The mean graduate student enrollment of the member institutions was 5,050. Graduate student enrollment ranged from a high of 12,500 to a low of 1,491.

3. The mean number of international graduate students enrolled in the member institutions was 9.5. This count ranged from a high of 30 to a low of 0.

4. Eight of the member institutions reported an increase in the number of international graduate students when the 1989-90 school year was compared with the 1987-88 school year. No change was reported by nine institutions and four institutions reported a decrease.

G Doctoral Program Data

1. The Ph.D. degree was offered by 15 of the member institutions. The Ed.D. degree was available at 16 of the institutions while 10 institutions offered the Ed.S.

2. The mean number of doctoral students enrolled in the member institutions was 56. The reported doctoral student enrollment ranged from a high of 189 to a low of 2.

3. Nine institutions reported an increase in the doctoral student enrollment when the 1989-90 school year count was compared to that reported for the 1987-88 school year.

4. All but one of the reporting institutions required a minimum grade point average (GPA) for admission.

5. The most common minimum GPA required for admission was 3.0 on a 4.0 point scale.

6. An admission test was required by 90 percent of the institutions.

7. The most common admission test required was the Graduate Record Examination (GRE). However, seven institutions reported they would accept the Miller Analogy Test (MAT).

8. Of the 19 institutions reporting a requirement for an admission test, 10 indicated a minimum score was required.

9. The average number of doctoral students admitted to the member institutions during the previous year was 15. This ranged from a high of 48 to a low of two. The average number of applicants was 25 with a range of 96 to 13.

10. The average number of doctoral students who completed their degrees in the member institutions during the previous year was eight. The range was 21 to 2.

11. The mean number of faculty doctoral advisers per institution was 11. This ranged from 26 to 2.

12. The mean number of semester credits above the baccalaureate degree required for completing a doctorate was 85. This ranged from a high of 130 to a low of 54.

13. Within the member institutions, 22 different options or specializations were offered at the doctoral level.

14. Increased job placement opportunities for doctoral students were reported by eleven institutions; ten reported no change and one reported decreased placement opportunities.

NOTE: The data concerning the doctoral program is found in Tables 21, 22, and 23.

H. Master's Program Data

1. The M.Ed. degree was offered by sixteen institutions, the M.A. by nine institutions, and the M.S. was available in the vocational unit at ten institutions.

2. The mean number of master's students enrolled in the member institutions was 111. The reported master's student enrollment ranged from a high of 336 to a low of 20.

3. An increase in master's student enrollment when comparing current enrollment with that reported in 1987-88 was reported by seven institutions; a decrease was reported by two institutions; and thirteen reported no change.

4. All but one institution reported a minimum GPA admission requirement.

5. The most commonly reported minimum GPA requirement was 3.0. However, over one-half of the institutions reported their minimum was below this.

6. An admission test for all students was required in 11 or one-half of the member institutions.

7. The most common required admission test was the GRE. However, four institutions indicated they would also accept the MAT.

8. Of the twelve institutions utilizing an admission test, eight had a minimum score requirement.

9. Five institutions reported professional experience was an admission requirement. Two institutions indicated that the experience was required in some of the master's specializations, while fifteen institutions did not require previous professional experience.

10. During the last two years, increases in master's enrollment were reported by more institutions than those that reported enrollment decreases in the areas of business education, health education, trade and industrial education, human resource development, administration, guidance and counseling, adult education, comprehensive vocational education, and special needs.

11. During the last two years, a greater number of institutions reported a decrease in master's enrollment than those institutions reporting an increase in enrollment in the areas of agricultural education, home economics education, marketing education, and technology education.

NOTE: The data concerning master's programs is presented in Tables 24 through 32.

I. Undergraduate Program Data

1. The mean number of undergraduate students enrolled in the vocational units of the member institutions was 171. This ranged from a high of 350 to a low of 8.

2. An increase in undergraduate enrollments during the last two years were reported by five institutions; eleven reported a decrease, and six institutions reported no change.

3. Eighteen or 82 percent of the member institutions reported some type of competency test for teacher certification was required by the state in which the institution was located.

4. Six institutions reported that the completion of a competency test was required prior to admission to a teacher certification program. Five institutions reported that a competency test must be passed prior to the issuance of a teaching certificate, and seven institutions reported that a test was required both prior to admission to teacher certification and prior to the issuance of a teaching certificate. A variety of tests were utilized, with the NTE reported most often.

5. The most common reported minimum GPA required for admission to teacher certification was 2.5 on a 4.0 point scale. The range was from 2.0 to 2.75.

6. During the last two years, increases in undergraduate enrollments were reported by more institutions than those that reported a decrease in business education, marketing education, and trade and industrial education.

7. During the last two years, a greater number of institutions reported a decrease in undergraduate enrollments than those reporting an increase in the areas of agricultural education and home economics education.

8. In the areas of health education and technology education, an equal number of institutions reported an increase in undergraduate enrollment as those that reported a decrease during the last two years.

NOTE: The data concerning undergraduate programs is presented in Tables 33 and 34.

J. Integrating Academic and Vocational Education

1. Twelve or 55 percent of the member institutions reported that their undergraduate curriculum provided for the integration of academic and vocational education.

2. The most common reported method of providing integration of academic and vocational education was by incorporating it into the methods courses.

NOTE: The data concerning integration of academic and vocational education is presented in Table 35.

K. Institutional Trends

1. Nine institutions reported some change in their administrative structure during the last two years.

2. A number of institutions reported an increase in the university-wide general education requirement and freshman admission requirement.

3. Many institutions indicated an increase in the number of non-traditional age students.

4. Five institutions reported receiving less financial support from the state agency.

NOTE: Table 36 summarizes the trends in various areas as reported by the individual member institutions.

TABLES

Table 1. Institutional Members of the University Council for Vocational Education in 1989*

1.	Auburn University
2.	Colorado State University
3.	North Carolina State University
4.	Ohio State University
5.	Oklahoma State University
6.	Oregon State University
7.	Pennsylvania State University
8.	Rutgers University
9.	Southern Illinois University at Carbondale
10.	University of Arkansas
11.	University of Connecticut
12.	University of Georgia
13.	University of Idaho
14.	University of Illinois at Urbana-Champaign
15.	University of Kentucky
16.	University of Maryland-College Park
17.	University of Minnesota
18.	University of Missouri-Columbia
19.	University of Nebraska-Lincoln
20.	University of Tennessee
21.	University of Wyoming
22.	Virginia Polytechnic Institute and State University

* The numbers in this list are used to identify the universities in the accompanying tables.

Table 2. Number and Status of Professors in University Council Member Institutions

University	Full-time	Part-time	Tenured	Anticipated Retirement	
				In 2 yrs	In 4 yrs
1	3	0	3	0	0
2 [a]	11	0	11	0	2
3	2	0	2	1	0
4	11	0	11	2	2
5	1	0	1	0	0
6	3	0	3	0	0
7	3	0	3	0	0
8	0	0	0	0	0
9	5	3	8	0	0
10	5	0	5	0	2
11	1	0	1	0	0
12	2	0	1	0	1
13	5	0	4	0	1
14	4	0	4	0	1
15	5	0	0	1	0
16	2	0	2	1	0
17	11	5	15	1	1
18	6	1	7	0	3
19	2	0	0	1	0
20	8	0	8	0	0
21	2	0	2	0	1
22	9	0	9	0	2
Mean 1989	4.6	0.4	4.5	0.3	0.7
Mean 1987	5.2	1.7			
Mean 1985	5.0	1.8			

[a] Does not include continuing education or alternative site.

Table 3. Number and Status of Associate Professors in University Council Member Institutions

University	Full-time	Part-time	Tenured	Anticipated Retirement	
				In 2 yrs	In 4 yrs
1	3	0	3	0	0
2[a]	10	0	9	0	0
3	6	0	6	0	0
4	11	0	11	3	0
5	4	1	4	1	0
6	3	0	3	0	0
7	4	0	3	0	0
8	4	0	4	0	0
9	4	0	4	0	0
10	3	0	3	0	0
11	2	0	2	0	0
12	7	0	4	0	0
13	6	0	3	1	0
14	2	0	2	0	0
15	2	0	0	0	0
16	7	0	7	1	2
17	7	0	7	0	0
18	5	0	5	1	1
19	3	0	0	0	0
20	5	0	3	0	0
21	4	0	4	0	1
22	15	0	15	0	0
Mean 1989	5.3	0.0	4.6	0.3	0.2
Mean 1987	6.4	2.0			
Mean 1985	6.2	1.3			

[a] Does not include continuing education or alternative site.

Table 4. Number and Status of Assistant Professors in University Council Member Institutions

University	Full-time	Part-time	Tenured	Anticipated Retirement	
				In 2 yrs	In 4 yrs
1	10	0	6	1	1
2[a]	5	0	4	0	0
3	8	0	0[b]	1	1
4	8	0	3	0	0
5	4	0	0	0	0
6	4	0	4	0	0
7	1	0	1	1	0
8	0	0	0	0	0
9	23	0	3	1	0
10	2	0	2	0	0
11	1	0	1	0	0
12	7	1	1	0	0
13	4	0	2	0	0
14	1	0	0	0	0
15	2	0	0	0	0
16	2	0	1	1	0
17	3	0	3	0	1
18	4	2	1	0	0
19	5	0	0	0	0
20	2	0	2	0	0
21	5	0	1	0	1
22	1	0	0	0	0
Mean 1989	4.6	0.1	1.6	0.2	0.2
Mean 1987	6.1	41.5			
Mean 1985	5.7	5.4			

[a] Does not include continuing education or alternative site.
[b] Eight on tenure track.

Table 5. Number and Status of Instructors in University Council Member Institutions

University	Full-time	Part-time	Tenured	Anticipated Retirement	
				In 2 yrs	In 4 yrs
1	0	0	0	0	0
2 [a]	12	18 [b]	0	0	0
3	8	3	0	1	0
4	4	0	0	1	0
5	3	0	0	0	0
6	1	0	0	0	0
7	3	0	0	0	0
8	0	6	1	0	0
9	4	0	1	0	0
10	7	0	0	0	0
11	0	0	0	0	0
12	2	5	1	1	0
13	1	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	9	4	0	0	0
17	1	32	0	0	0
18	3	1	0	0	0
19	3	1	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	5 [c]	0	0	0	0
Mean 1989	3.0	3.2	0.1	0.1	0
Mean 1987	3.7	5.9			
Mean 1985	2.9	2.7			

[a] Does not include continuing education or alternative site.
[b] CSPA.
[c] Research Associates.

Table 6. Number and Status of All Faculty in University Council Member Institutions.

University	Full-time	Part-time	Tenured	Anticipated Retirement	
				In 2 yrs	In 4 yrs
1	16	0	12	0	0
2[a]	38	35	24	0	2
3	24	3	8[b]	3	1
4	35	0	25	6	2
5	12	1	5	1	0
6	11	0	10	0	0
7	11	0	7	1	0
8	4	6	5	0	0
9	43	3	16	1	0
10	32	0	10	0	2
11	4	0	4	0	0
12	18	6	7	1	1
13	16	0	9	1	1
14	12	1	6	0	1
15	9	0	0	1	0
16	20	4	10	3	2
17	22	40	25	1	2
18	18	4	13	1	4
19	13	1	0	1	0
20	15	0	13	0	0
21	11	0	7	0	3
22	30	0	24	0	2
Mean 1989	18.8	4.7	10.9	0.9	1.0
Mean 1987	21.4	30.9	15.7	0.9	1.1
Mean 1985	19.8	11.7	13.3		0.9

[a] Does not include continuing education or alternative site.
[b] Eight additional on tenure track.

Table 7. Number of Non-faculty Personnel in University Council Member Institutions

University	Full-Time Support	Part-time Support	Work-Study	GTA	GRA
1	6	0	3	1	3
2	12	1	44	8	8
3	4	1	2	3	5
4	12	0	6	14	16
5	3	0	4	1	10
6	2	1	4	3	1
7	0	0	1	0	0
8 [a]	2	0	0	0	0
9 [b]	30	11	1	9	9
10	0	0	5	0	1
11	1	1	1	0	0
12 [c]	11	1	1	5	4
13	4	1	6	1	0
14	3	6	0	1	22
15 [d]	3	1	1	4	0
16	4	0	0	8	2
17 [e]	20	8	2	44	46
18	0	0	6	12	12
19	10	1	13	3	11
20	6	0	3	0	8
21 [f]	2	4	1	1	0
22	7	3	6	20	6
Mean 1989	6.4	1.8	5.0	6.3	7.5
Mean 1987	9.0	2.1	3.0	7.0	7.0
Mean 1985	7.1	3.3	5.2	7.2	7.6

Personnel not included in above table.

[a] Three undergraduate assistants.
[b] Thirteen student workers
[c] Seven graduate assistants, six research associates, one research project director
[d] Two professionals on grants (full-time)
[e] Fourteen graduate student administrative assistants.
[f] Three students working as lab assistants or grant research

Table 8. Average Compensation of Full-time Professors in 1989-90 School Year.

	Mean				Range		
University	9 Mo.	10 Mo.	11 Mo.	12 Mo.	Low	to	High
1	36,000			55,150	36,000		59,400
2	42,171				41,000		52,000
3	46,347				46,347		46,347
4	62,000			70,000	45,000		74,000
5	NR	49,700			49,700		49,700
6	44,487		50,520		40,797		50,520
7	NR				46,413		75,121
8	No Full-time professors				NR		
9	48,690				43,722		59,058
10	NR			56,094	52,700		59,488
11	52,877				52,877		52,877
12	45,189			70,000	45,189		70,000
13	39,442			43,846	36,587		45,011
14	NR				47,259		65,131
15	45,500				40,765		49,640
16	63,852				62,704		65,000
17	54,607				NR		
18	39,077				32,245		47,258
19	52,699				50,200		55,200
20	42,573				40,603		46,475
21	NR				36,500		42,500
22	NR			64,244	56,500		73,900
1989	47,700	49,700	50,520	59,889	32,245		74,000
1987	42,171	48,067		52,420			
1985	41,968	47,378		52,076	31,000		64,000

Table 9. Average Compensation of Full-time Associate Professors in 1989-90 School Year

	Mean				Range	
University	9 Mo.	10 Mo.	11 Mo.	12 Mo.	Low to	High
1	34,600			46,650	34,600	52,500
2	36,360				35,000	39,200
3	42,095				40,552	44,928
4	45,000			64,000	45,000	68,000
5	NR	39,490			30,750	45,250
6	37,458		48,252		35,451	39,551
7	NR				43,020	48,551
8	NR	52,000			46,000	58,000
9	41,625				32,400	45,900
10	NR			47,430	44,556	58,000
11	47,242				47,242	47,242
12	38,629			49,801	34,413	49,500
13	33,742			44,481	30,388	44,699
14	NR				41,655	43,285
15	36,675				35,350	38,000
16	47,796				39,436	54,920
17	40,218				NR	
18	34,928				29,880	37,962
19	49,674				42,000	59,872
20	35,464				32,047	41,417
21	NR				32,000	40,500
22	43,875			49,220	40,300	53,500
1989	40,336	45,745	48,252	50,264	29,880	68,000
1987	36,367	41,127		45,295		
1985	34,293			42,072	23,000	48,000

Table 10. Average Compensation of Full-time Assistant Professors in 1989-90 School Year

	Mean				Range	
University	9 Mo.	10 Mo.	11 Mo.	12 Mo.	Low to	High
1	26,720			35,400	24,600	41,000
2	33,150				33,000	35,000
3	33,682				31,418	36,752
4	35,000			37,000	30,000	42,000
5	NR	30,230			30,000	30,500
6	31,662		33,504		27,462	33,462
7	NR				30,141	39,141
8	No full-time assistant professors.					
9	32,409				28,575	34,218
10	24,572			34,982	24,572	38,586
11	46,996				46,996	46,996
12	31,087			44,096	29,061	44,096
13	28,287			38,313	27,580	38,313
14	35,000				35,000	35,000
15	29,860				29,850	29,875
16	40,013				36,922	43,104
17	31,977					
18	30,977				27,500	35,904
19	32,810				31,000	36,240
20	30,483				29,546	31,419
21	NR				29,000	33,000
22	41,750				40,300	49,500
1989	33,135	30,230	33,504	37,958	24,572	49,500
1987	30,373	28,305		40,018		
1985	29,100	30,333		33,041	21,000	48,000

Table 11. Average Compensation of Full-time Instructors in 1989-90 School Year

University	Mean 9 Mo.	Mean 10 Mo.	Mean 11 Mo.	Mean 12 Mo.	Range Low	Range to	Range High
1	No full-time instructors						
2	23,250				16,000		30,500
3	23,602				22,000		34,900
4	18,000			24,000	18,000		24,000
5		25,000			24,000		30,500
6	21,636				21,636		21,636
7	NR				17,400		21,500
8	No full-time instructors						
9	27,761				19,863		26,685
10	23,277			29,597	23,032		34,454
11	No full-time instructors						
12	31,149				31,149		31,149
13	20,000				20,000		20,000
14	No full-time instructors						
15	No full-time instructors						
16	22,997				21,000		25,740
17	24,285				24,285		24,285
18	22,154				20,000		25,016
19	20,897				16,500		28,238
20	No full-time instructors						
21	No full-time instructors						
22	No full-time instructors						
1989	23,251	25,000		26,799	16,000		34,900
1987	24,274	21,315		28,664			
1985	20,351	23,900		20,000			

Table 12. Other Compensation and Benefits of Full-time Faculty in 1989-90

University	Max Percent Summer Earnings		Avg Percent Salary Increase	Percentage Benefits
	9 Month	10 Month		
1	30		0	
2	33.3	16.7	8.2	19.8
3	17		6	20 [a]
4	33		5	24
5		20	4.33	26.5
6	27		4	33
7	40		5	30 [a]
8		15	[b]	0
9	NR		8	NR
10	30	20	5.33	19
11	27-28		8	8
12	30		4	27
13	20.5		4.8	24.5
14	22		8.5	[c]
15	[d]		6.5	22
16	20		NR	NR
17	30	20	5	30
18	20		5	25
19	33		10.4	20
20	[e]		4	31
21	22	11	3.5	NR
22	30	30	5.5	21
Mean 1989	27.0	19.0	5.5	21.9
Mean 1987			6.6	
Mean 1985			5.4	

[a] Estimated.
[b] No contract yet; 4.5% for July 1, 1989.
[c] 12.288% without medicare; 13.738% with medicare.
[d] 20% not to exceed $6500 for teaching; 27.7% for grants.
[e] 25% teaching; 33% research.

Table 13. Compensation of Unit Administrator in 1989-90

University	Salary	Yrs. Service In Position	Yrs. Experience In Higher Ed.	Employment Period
1 [a]	50,200	1	20	12 Mos.
2	65,000	6	21	12 Mos.
3	66,000	6 Mos.	15	12 Mos.
4	70,000	13	21	12 Mos.
5	49,700	9	23	12 Mos.
6	48,252	6 Mos.	20	12 Mos.
7	75,000	20	25	12 Mos.
8	NR	2.5	10	12 Mos.
9	61,200	3.5	3.5	12 Mos.
10	59,488	9	32.5	12 Mos.
11	61,911	7	18	9 Mos.
12 [b]	70,000	3 Mos.	21	12 Mos.
13	NR			
14	74,058	3	12	12 Mos.
15	49,640 [c]	6.5	22	9 Mos.
16	78,000	1	13	12 Mos.
17	74,000	6	21	12 Mos.
18	57,766	13	25	12 Mos.
19	59,872	1	18	12 Mos.
20	47,295	5	26	9 Mos.
21	38,200	1	15	9 Mos.
22	81,300	10	23	12 Mos.
Mean 1989	65,095 [d]	5.7	19.3	
Mean 1987	56,657 [d]			
Mean 1985	55,319 [d]			

[a] Acting department head.

[b] Data is for head of vocational education. Head of business education: Salary $49,500; Service 3 months; Experience 15 years; 9 month employment.

[c] Does not include summer and extra project money.

[d] Adjusted for 12-month employment.

Table 14. Number, Support and Expectations of Graduate Assistants

	GTA			GRA			OTHERS		
Univeristy	No.	Avg Comp Per Month	Work Req'd Per Week	No.	Avg Comp Per Month	Work Req'd Per Week	No.	Avg Comp Per Month	Work Req'd Per Week
1	2	475	15	5	510	15			
2 [a]	6	655	20	7	655	20	3	455	0
3	3	822	20	5	411	10			
4 [b]	14	800	20	16	800	20	4	0	0
5	1	720	20	10	720	20	7	150/sem.	
6	4	500	12	1	852	20			
7 [c]	0			11	1139	10-30			
8	NR	1000	15	NR	1000	15			
9 [d]	9	777	20	9	777	20			
10	0			1	392	20			
11	0			0					
12	5	770	13	11	770	13			
13	1		20	0					
14 [e]	1	763	20	22	763	20	2		
15 [f]	4	800	18-20	0					
16	8	1000	20	2	1000	20			
17 [g]	30	826	15	46	672	14			
18	12	667	20	12	667	20			
19	3	814	20	11	729	20			
20	0			8	560	20			
21 [h]	1	710	20	0					
22 [i]	20	940	20	6	1260	20			
Mean 1989	5.9	767	18.3	8.7	760.0	18.2			

a. Four scholarships/fellowships, $200/month, no work required.
b. One scholarship, $900/month, no work required.
c. Three scholarships, $800/month, no work required.
d. One scholarship, $650/month, no work required.
e. One scholarship, compensation varies.
f. Two of the four GTAs have their tuition waived at $1700/year for each.
g. Six scholarships. Fourteen administrative fellows, $1021/month, 19 hours/week required.
h. Tuition waiver for one graduate assistant at $180/month.
i. Two scholarships, $1000/month.

Table 15. Percent of Time Spent on Teaching Research and Service by Graduate and Undergraduate Faculty.

	UNDERGRADUATE FACULTY			GRADUATE FACULTY		
University	Teaching	Research	Service	Teaching	Research	Service
1	50	40	10	50	40	10
2	40	25	35	35	35	30
3	100	0	0	100	0	0
4	55	22	23	50	32	18
5	70	10	20	75	13	12
6	75	25	0	50	25	25
7	60	10	30	50	40	10
8	75	25	0	67	33	0
9	75	25 -or-	25	75	25	0
10	90	5	5	75	20	5
11	40	20	40	40	30	30
12	50	25	25	50	25	25
13	90	5	5	75	15	10
14	33	33	33	33	33	33
15	70	15	15	60	20	20
16	85	5	10	65	25	10
17				50	25	25
18				70	20	10
19	60	10	30	40	30	30
20	50-75	10	15	50	25	25
21	65	25	10	65	25	10
22	40	25	25			
Mean 1989	64.3	18.0	17.8	58.3	25.5	16.1
Mean 1985	63	21	16	61	22	17

Table 16. On-Campus Credit Hour Production

	1988-89 Academic		1989 Summer		
University	Sections	Credit Hours	Sections	Credit Hours	Change*
1	217	4580	56	1157	NC
2	199	11316	78	3080	NC
3	126	6436	12	540	NC
4	164	5356	50	1176	I
5	116	5302	43	808	NC
6	49	219	26	75	D
7	74	2200	9	600	I
8	12	36	4	12	I
9	61	7500	14	2200	I
10	35	415	32	279	I
11	NR		NR		NC
12	350	6167	53	1129	a
13	81	210	15	37	I
14	NR		NR		
15	72	1915	22	345	NC
16	NR	7379	NR		D
17	257	8687	56	1384	D
18	NR	5052	NR	409	D
19	159	424	57	158	NC
20	87	4022	37	1458	D
21	85	255	15	40	I
22	190		10		NC

[a] = Decrease in business ed, no change in voc ed.,

* I = Increase from 1986-87, D = Decrease from 1986-87, NC = No change from 1986-87

Table 17. Off-Campus Credit Hour Production

	1988-89 Academic		1989 Summer		
University	Sections	Credit Hours	Sections	Credit Hours	Change*
1	5	220	0	0	NC
2	292	8005	100	3570	D
3	4	192	NR		D
4	12	254	0	0	NC
5	12	NR	2		NC
6	0	0	0	0	D
7	14	580	2	80	I
8	4	12	1	3	I
9	144	21600	72	10800	I
10	11	92	19	129	I
11	0	0	0	0	NC
12	65	275	3	75	D
13	21	54	19	45	I
14	NR		NR		
15	1	45	NR		NC
16	6	NR	2		D
17	73	2750	43	932	D
18	NR	891	NR	392	D
19	1	3	NR		D
20	31	1506	10	471	NC
21	12	36	6	9	NC
22	15	NR	3		D

[a] = Decrease in business ed, no change in voc ed.,

* I = Increase from 1986-87, D = Decrease from 1986-87, NC = No change from 1986-87

Table 18. Status of Financial Support from Various Sources for Vocational Units in Member Institutions.

University	University	State	Research	Other	Sabb/Prof	GTA/GRA
1	D	NC	I	I	NC	NC
2	NC	NC	I	NC	NC	NC
3	NC	NC	NC	NC	NC	NC
4	NC	NC	I	I	I	NC
5	NC	NC	NC	NC	NC	NC
6	NC	NC	NC	NC	NC	NC
7	NC	D	I	I	I	D
8	NR					
9	NC	NC	NC	I	NC	NC
10	NC	NC	D	D	NC	NC
11	D	D	NC	NC	NC	NC
12	NC	D	NC	D	NC	NC
13	NC	I	I	I	NC	NC
14	D	NC	I	NC	NC	NC
15	NC	NC	D	D	NC	NC
16	I	D	NC	NC	NC	NC
17	D	NC	I	I	NC	NC
18	NC	NC	NC	NC	NC	NC
19	NC	NC	NC	NC	NC	NC
20	NC	NC	I	D	NC	NC
21	D	D	I	NC	NC	D
22	D	I	I	I	NC	I

I = Increase from 1986-87; D = Decrease from 1986-87; NC = No change from 1986-87

Table 19. Institution-wide Enrollment in Member Institutions for Fall 1989

University	Total Enrollment	Grad Enrollment
1	21,701	2,352
2	19,000	2,710
3	25,000	NR
4	58,500	12,500
5	19,354	4,156
6	15,500	2,625
7	35,000	3,000
8	49,500	5,600
9	NR	NR
10	14,500	2,575
11	15,000	4,000
12	27,300	8,000
13	10,596	1,491
14	35,300	9,450
15	23,000+	4,225
16	38,000	8,000
17	53,339	8,499
18	26,000	9,000
19	19.791	3,714
20	22,380	4,300
21	12,500	1,800
22	23,000	3,000
Mean	26,870	5,050

Table 20. Number of International and Non-resident Graduate Students

University	International Grad Students	Change from 1987-88	% Non-resident Grad Students
1	0	NC	0
2	2	D	12.4
3	2	NC	2
4	24	NC	30
5	30	I	10
6	5	I	25
7	14	I	45
8	NR	NR	NR
9	NR	I	NR
10	5	D	2
11	1-2	NC	100
12	9	I	0
13	2	I	1
14	6	D	5
15	3	NC	8-10
16	5	NC	NR
17	23	NC	50
18	18	D	40
19	22	I	22
20	3	NC	NR
21	3	NC	20
22	13	I	5
Mean	9.5		

I = Increase; D = Decrease; NC = No change

Table 21. Doctoral Student Enrollment 1989-90

University	Degrees offered			Enrollment		Total	Change From 1987-88*
	Ph.D.	Ed.D.	Ed.S.	Full-time	Part-time		
1		X	X	2	49	51	I
2	X			30	50	80	D
3		X		6	39	45	NC
4	X			56	76	132	NC
5		X	X	NR	NR	189	I
6	X	X		4	9	13	NC
7	X			12	28	40	I
8	X		X	2	14	16	NC
9	X			3	2	5	I
10		X	X	2	NR	2	D
11	X		X	4-6	20-25	28	NC
12		X		NR	NR	38	NC
13	X	X	X	5	16	21	I
14	X	X		NR	NR	49	I
15		X	X	2	26	28	NC
16	X	X		16	30	46	NC
17	X	X		NR	NR	121	I
18	X	X	X	18	38	56	NC
19	X	X	X	NR	NR	182	NC
20	X	X		10	20	30	I
21	X	X	X	2	3	5	NC
22		X		17	44	61	I
Mean				11	29	56	

I = Increase; D = Decrease; NC = No change

Table 22. Admission Requirements for Doctoral Students

Univ.	Require Min. GPA?	Min. GPA[1]	Require Admin. Test?	What Test(s)[2]	Require Min. Score	Min. Score	Require Prof. Exp.	Years Prof. Exp.
1	NR	NR	NR	NR	NR	NR	NR	NR
2	yes	3.0	yes	1	no	—	yes	3
3	yes	3.0	yes	1 or 2	yes	90, 50	varies	
4	yes	2.7 UG 3.5 G	yes	1	no		yes	2
5	yes	3.0	yes	1 or 2	no		yes	2
6	yes	3.0[3]	yes	1	no		yes	3
7	yes	3.0	no				yes	1
8	yes	3.5	yes	1	yes	1100	no	
9	yes	3.25	yes	1 or 2	no		no	
10	no	—	yes	1 or 2	yes	1000-50	yes	3
11	yes	3.0	yes	1	no		no	
12	yes	3.0	yes	1	yes	950	yes	2
13	yes	3.0	yes	1	yes	1050	yes	1
14	yes	4.0[4]	yes	1 or 2	no		yes	2
15	yes	2.5	yes	2	yes	1000	no	
16	yes	3.0	yes	1 or 2	yes	40th percentile	no	
17	yes	3.0 UG 3.25 G	yes	1	no		yes	var.
18	yes	3.0	yes	1	no		yes	2
19	yes	3.75 G	yes	1 or 2	yes	1000 50th percentile	yes	2 - 3
20	yes	3.5	yes	1	yes	1000	yes	3 - 5
21	yes	3.0	yes	1	yes	1000	no	
22	yes	33.0	no				yes	NR

1 Based on A = 4.0
2 1 = GRE, 2 = MAT
3 On last 90 hrs. Baccalaureate & all Masters
4 Based on 5 point scale

Table 23. Selected Information Concerning Doctoral Programs

Univ.	No. Admitted last year	Total No. Applicants	Total No. Completing in 1989	Total No. of Faculty Advisers	Sem. Credits required to complete degree after Bac.	Placement Opportunties[1]	Options Available[2]
1	16	23	9	4	80	I	ABCDEFGHI
2	31	67	13	17	86	NC	GJKLMNO
3	12	15	7	14	90	NC	ACFGM
4	32	96	21	25	60	I	ABCDEGHI
5	48	52	14	9	90	NC	ABJMNPQ
6	5	15	2	7	83	I	CDEHGMRS
7	15	17	5	15	75 + Diss.	NC	CEFIJMNOT
8	2	6	3	2	72	NC	Varies
9	12	14	6	13	102	NC	JNQ
10	8	11	4	10	96	I	JN
11	7	11	6	4	70	D	Varies
12	10	12	11	5	130	I	A,D
13	NR	NR	2	6	78	I	ABDG
14	10	26	8	7	96	NC	ACDEGJM NOPQ
15	4	6	2	7	72	NC	JMNPQ
16	15	21	10	10	90	I	ADEGHUV
17	41	51	11	20	54	NC	ACDEGHM
18	13	18	13	8	90	I	ACDEGHI
19	50[3]	80[3]	59[3]	86[3]	90-96[3]	NC	NR
20	6	8	4	10	93	I	ABDHIM
21	3	3	3	6	72	I	ACDEIQ
22	18	27	6	26	90	I	JNPQ
Mean	15	25	8	11	85		

1 I = Increasing, D = Decreasing, NC = No Change

2 A = Comprehensive Voc. Ed., B = Adult Ed., C = Ag. Ed., D = Bus. Ed., E = Home Economics, F= Health, G = Industrial Tech., H = Marketing Ed., I = Trade and Industrial, J = Admin., K = Career Develop., L = Com. College Admin., M = HRD (or Training & Development), N = Teacher Ed. Staff Dev., O = Special Needs, P = Curriculum Instruction, Q = Research, R = Program Management, S = International Development, T = Cooperative Education, U = Extension Ed., V = International Training & Development

3 For College of Ed.

Table 24. Masters Student Enrollment 1989-90

University	Degrees Offered M.Ed.	M.A.	M.S.	Enrollment	Change From 1987-88
1	X		X	50	I
2	X			300	NC
3	X		X	75	NC
4			X	150	NC
5			X	336	I
6	X	X	X	63	D
7	X		X	49	I
8	X			102	NC
9	X			253	I
10	X			88	D
11		X		20-24	NC
12	X	X		172	I
13	X		X	94	I
14	X	X	X	40	I
15		X	X	80	NC
16	X	X		38	NC
17	X	X		122	NC
18	X			NR	NC
19	X	X		62	NC
20	X			91	NC
21			X	20	NC
22		X		131	NC
Mean				111	

I = Increase; D = Decrease; NC = No Change

Table 25. Admission Requirements for Masters Students

Univ.	Require Min. GPA?	Req. GPA	Require Admin. Test?	What Test(s)[1]	Require Min. Score	Min. Score	Require Prof. Exp.	Years Prof. Exp.
1	no	—	yes	1	no	—	no	—
2	yes	3.0	yes	1	no	—	varies	0 - 3
3	yes	3.0	yes	1 or 2	yes	900, 50	varies	
4	yes	2.7	yes	1	no	—	yes	2
5	yes	2.7	no	—	—	—	no	—
6	yes	3.0[2]	no	—	—	—	no	—
7	yes	3.0	no	—	—	—	yes	1
8	yes	3.0	yes	1	yes	1000	no	—
9	yes	2.7	no	—	—	—	no	—
10	yes	2.7	yes[3]	1	no	—	yes	var.
11	yes	2.8	no	—	—	—	no	—
12	yes	2.6	yes	1 or 2	yes	850, 44	no	—
13	yes	2.8	no	—	—	—	no	—
14	yes	4.0[4]	no	—	—	—	no	—
15	yes	2.5	yes	1	yes	800	no	—
16	yes	3.0	yes	1 or 2	yes	40th per.	no	—
17	yes	2.8	yes	2	yes	40th per.	yes	var.
18	yes	3.0	no	—	—	—	no	—
19	yes	2.5	yes	1 or 2	yes	900, 50th per.	no	—
20	yes	3.0	no	—	—	—	yes	3
21	yes	3.0	yes	1	yes	900	no	—
22	yes	2.75	no	—	—	—	no	—

1 1 = GRE 2 = MAT
2 On last 90 credits
3 If GPA is below 2.7 & above 2.3
4 On 5 point scale

Table 26. Master's Enrollment in Agriculture and Business Education 1989-90

	Agriculture			Business Education		
University	Deg.	Trends[1]	Placement[1]	Deg.	Trends[1]	Placement[1]
1	YES	I	I	YES	D	I
2	YES	D	I	YES	I	D
3	YES	NC	I	NO		
4	YES	I	I	YES	D	
5	NO			YES	I	
6	YES	D	NC	YES	D	NC
7	YES			NO		
8	NO			NO		
9	YES	NC	NC	YES	I	I
10	YES	I	I	YES	D	D
11	NR			NR		
12	YES	I	I	YES	I	I
13	YES	NC		YES	I	
14	YES			YES		
15	YES	D	D	YES	I	D
16	NR			YES	I	D
17	YES	D	D	YES	NC	NC
18	YES	D	I	YES	I	I
19	NR			YES		
20	YES			YES		
21	YES	D	D	YES	I	I
22	YES	NC	I	YES	I	NC

[1] I = Increase; D = Decrease; NC = No Change

Table 27. Masters Enrollment in Health and Home Economics 1989-90

	Health			Home Economics		
University	Deg.	Trends[1]	Placement[1]	Deg.	Trends[1]	Placement[1]
1	YES	I	I	YES	I	I
2	NO			YES	D	D
3	YES	I	I	NO		
4	YES	I		YES	I	I
5	NO			NO		
6	NO			YES	D	NC
7	NO			YES		
8	NO			NO		
9	YES	NC	NC	YES		
10	NR			YES	D	D
11	NR			NR		
12	YES	I	I	YES	I	I
13	NO			YES	NC	
14	NO			YES		
15	NO			YES	D	D
16	NR			YES	I	D
17	NO			YES	I	I
18	YES	D	I	YES	D	D
19	NR			NR		
20	YES			YES		
21	NO			YES	D	I
22	YES	NC	NC	YES	NC	NC

[1] I = Increase; D = Decrease; NC = No Change

Table 28. Masters Enrollment in Marketing and Technology Education 1989-90

	Marketing Education			Technology Education		
University	Deg.	Trends[1]	Placement[1]	Deg.	Trends[1]	Placement[1]
1	YES	I	I	YES	D	I
2	YES	D	D	YES		D
3	NO			YES	D	I
4	YES	D		YES	I	I
5	YES			YES		
6	YES	D	NC	YES	D	D
7	NO			NO		
8	NO			NO		
9	YES	I	I	NO	D	D
10	NR			YES	D	D
11	NR			NR		
12	YES	D	I	YES	I	I
13	YES	NC		YES	NC	
14	NO			YES		
15	YES	D	I	NO		
16	YES	D	D	YES	D	I
17	YES	I	NC	YES	NC	NC
18	YES	I	I	YES	D	I
19	YES			YES		
20	YES			YES		
21	YES	D	D	YES	I	I
22	YES	I		YES	I	

[1] I = Increase; D = Decrease; NC = No Change

Table 29. Masters Degree Enrollment in Trade and Industrial Education and Human Resource Development 1989-90

	Trade & Industrial			Human Resource Dev.		
University	Deg.	Trends[1]	Placement[1]	Deg.	Trends[1]	Placement[1]
1	YES	I	I	NO		
2	YES	D	D	YES	I	I
3	YES	D	I	YES	I	I
4	YES	I		YES	I	
5	YES			YES		
6	YES	D	D	YES	I	NC
7	YES			YES		
8	NO			NO		
9	YES	D	D	YES	I	I
10	YES	D	I	NR		
11	NR			NR		
12	YES	I	I	YES	I	I
13	NO			NO		
14	YES			YES		
15	YES	I	I	NO	I	I
16	YES	I	I	YES	I	I
17	YES	I	NC	NO		
18	YES	D	I	NR		
19	NR			YES		
20	YES			YES		
21	YES	I	I	NO		
22	YES	I		NR		

[1] I = Increase; D = Decrease; NC = No Change

Table 30. Masters Degree Enrollment in Administration and Guidance and Counseling 1989-90.

	Administration			Guidance/Counseling		
University	Deg.	Trends[1]	Placement[1]	Deg.	Trends[1]	Placement[1]
1	YES	I	I	NO		
2	YES	I	I	YES	I	NC
3	NR			NR		
4	YES	I		YES	D	
5	YES	I		NR		
6	YES	D	D	YES		
7	YES			YES		
8	YES	D	D	YES	I	D
9	YES	I	I	YES	NC	NC
10	YES	I	I	YES	I	I
11	NR			NR		
12	YES	I	I	YES	I	I
13	YES	NC		YES	I	
14	YES			YES		
15	YES	I	I	YES	D	D
16	NR			NR		
17	NO			NO		
18	NR			YES	D	I
19	NR			NR		
20	YES			NO		
21	NO			NO	I	I
22	NR					

[1] I = Increase; D = Decrease; NC = No Change

Table 31. Masters Degree Enrollment in Adult Education and Comprehensive Vocational Education.

	Adult Education			Comprehensive VE		
University	Deg.	Trends[1]	Placement[1]	Deg.	Trends[1]	Placement[1]
1	YES	I	I	NO		
2	YES	I	I	NO		
3	NR			YES	I	I
4	YES	I		NR		
5	YES	I		YES	I	
6	YES			YES	D	D
7	YES			NR		
8	YES	D	I	YES	D	I
9	YES	I	I	YES	I	I
10	YES	I	I	YES	D	D
11	YES	NC	NC	YES	NC	NC
12	YES	I	I	YES	I	I
13	YES	I		YES	I	
14	YES			YES		
15	NO			YES	D	D
16	YES	I	I	YES	I	
17	NO			YES		
18	YES	D	I	YES	I	I
19	YES			YES		
20	YES			YES		
21	NO			NO		
22	NR			YES	NC	

[1] I = Increase; D = Decrease; NC = No Change

Table 32. Masters Degree Enrollment in Special Needs 1989-90

	Special Needs		
University	Deg.	Trends[1]	Placement[1]
1	NO		
2	YES	I	I
3	NR		
4	YES	D	
5	NR		
6	NO		
7	YES		
8	YES	I	I
9	YES	NC	NC
10	YES	D	D
11	NR		
12	YES		
13	NO		
14	YES		
15	NO		
16	NR		
17	NO		
18	YES	I	I
19	YES		
20	NO		
21	NO		
22	YES	I	I

[1] I = Increase; D = Decrease; NC = No Change

Table 33. Selective Data Concerning Undergraduate Programs

University	Total Undergrad Enrollment	Change in Undergrad Enrollment[1]	State Competency Test Required	When Test Administered[2]	Tests Utilized[3]	Min. GPA Needed for Admission
1	234	NC	NO	—	—	2.5
2	125	I	YES	1	2,3	2.5
3	150	I	YES	1	1	2.5
4	350	NC	YES	1 &2	1 & 4	2.5
5	323	NC	YES	1 & 2	1,5,6	2.5
6	70	D	YES	1	2	2.75
7	130	I	YES	2	4	2.0
8	80	D	YES	2	1	2.5
9	143	I	YES	2	7	2.5
10	NR	D	YES	1 & 2	1,5	2.5
11	8	D	YES	1 & 2	7	2.6
12	314	D	YES	1	4,8	2.5
13	208	I	YES	1	1	2.5
14	67	D	YES	2	7	3.5[4]
15	200	NC	YES	1 &2	1,4,9	2.5
16	100	D	YES	1 & 2	1,2	2.5
17	102	D	YES	1	5	2.0-2.8
18	175	D	NO	—	—	2.5
19	1087[5]	NC	YES	2	5,10	2.5
20	NR	D	YES	1 &2	1,5	2.75
21	245	D	NO	—	—	2.5
22	226	NC	NO	—	—	2.0
Mean	171					

1 I = Increase; D = Decrease; NC = No Change

2 1 = Prior to admission to teacher certification
2 = Prior to issuance of certification

3 1 = NTE; 2 = California Achievement Test; 3 = State Developed Occupational Competency Test; 4 = NOCTI; 5 = PPST; 6 = State Curriculum Exam; 7 = State Basic Skills Exam; 8 = TPAI; 9 = CTBS; 10 = Institutional Developed Test

4 On 5 point scale

5 Total College Enrollment

Table 34. Enrollment and Trends in Undergraduate Teacher Certification Areas[1]

	Agriculture			Business Ed			Health			Home Economics			Marketing Ed			Techology Ed			Trade & Ind.		
Univ.	Cert	En	Plac	Cert	En	Plac	Cert	En	Plac	Cert	En	Plac	Cert	En	Plac	Cert	En	Plac	Cert	En	Plac
1	Y	I	I	Y	D	I	Y	D	I	Y	I	I	Y	I	I	Y	I	I	Y	I	I
2	Y	D	I	Y	I	NR	N			Y	D	NR	Y	D	NR	Y	I	I	Y	I	NR
3	Y	D	I	N			Y	I	I	N			Y	I	I	Y	D	I	Y	D	I
4	Y	I	I	Y	I	D	Y	D	I	Y	D	I	Y	D	I	Y	I	I	Y	I	D
5	Y	D	I	Y	I	NR	N			Y	I	I	Y	I	I	Y			Y	I	I
6	Y	D	NC	Y	D	NC	N			Y	D	NC	Y	D	NC	Y	D	I	Y	D	I
7	Y	NR	NR	N			Y	NR	NR	Y	NR	NR	NR			N			Y	NR	NR
8	Y	D	I	N			Y	I	I	Y	I	I	N			N			Y	I	I
9	Y	I	I	Y	I	I	Y	I	I	Y	D	I	N			Y	I	I	Y	I	I
10	Y	I	I	Y	D	I	Y	D	D	Y	NR	NR	NR			Y	D	I	Y	D	I
11	Y	NC	I	Y	D	I	N			Y	D	I	N			N			N		
12	Y	D	I	Y	D	I	Y	NC	NC	Y	D	I	Y	NC	NC	Y	D	I	Y	I	I
13	Y	I	I	Y	I	I	N			Y	I	I	Y	I	I	Y	NC	NC	Y	NC	NC
14	Y	D	NR	Y	NR	NR	N			Y	D	NR	Y	NR	NR	Y	D	NR	N		
15	Y	D	D	Y	I	D	NR			Y	I	I	Y	D	I	NR			Y	D	D
16	Y	D	D	Y	I	D	N			Y	I	I	Y	I	D	Y	D	I	Y	I	I
17	Y	D	D	Y	I	D	N			Y	D	D	Y	I	D	Y	I	D	Y	I	D
18	Y	D	I	Y	I	I	Y	D	I	Y	D	I	Y	I	I	Y	D	I	Y	D	I
19	Y	I	I	Y	NC	I	Y	I	I	Y	NC	I	Y	NC	I	Y	I	I	Y	I	I
20	Y	D	I	Y	I	I	Y	D	I	Y	D	NR	Y	I	I	Y	D	I	Y	D	D
21	Y	D	I	Y	I	D	N			Y	D	D	Y	D	D	Y	I	I	Y	I	I
22	Y	D	I	Y	I	I	Y	I	I	Y	D	D	Y	I	I	Y	I	D	Y	I	D

[1] Y = Yes; N = No

[2] I = Increase; D = Decrease; NC = No Change

Cert = Certification; En = Enrollment; Plac = Placement

Table 35. Integration of Academic and Vocational Education in the Undergraduate Curriculum

University	Does currriculum provide for integration	Method of providing integration
1	NO	
2	YES	In same academic unit Common cert courses, General Methods
3	NO	course
4	YES	
5	YES	Incorporated in Methods Course
6	YES	Incorporated in Methods Course
7	NO	Incorporated in Methods Course
8	YES	
9	YES	Incorporated in Methods Course
10	NO	Incorporated in Methods Course
11	YES	
12	YES	Integrates and Infuses
13	YES	Incorporated in Methods Course
14	YES	Incorporated in Methods Course
15	NO	Incorporated in Methods Course
16	NO	
17	NO	
18	NO	
19	YES	
20	NO	Individual Course Competencies
21	YES	
22	NO	Incorporated in Methods Course

Table 36. Institutional Trends During the Last Two Years

Univ.	Admin Structure	Grad Curriculum	Undergrad Curriculum	Student Demographics	Undergrad graduation requirements	New Institutional Requirements	Change in Univ. Structure	Changes in Relationship with state agency	Other
1	Created Director for Adult and Voc Ed	NC	NC	NC	Moved from 2.2 to 2.5 GPA	New core curriculum	NC	NC	
2	NC	Initiated new Ph.D. specialization in Special Needs	Increased student teaching length. Raised admission requirements Increased exceptionality requirements	Increase in post- bac. certification students	NC	Increased admission requirements for Freshmen. Eliminated all Ed. majors	NC	NC	
3	Dept. organized into 3 groups	NC	New program in Extension Ed	NC	All teacher ed majors must have second major	Minor math change	NC	getting better	
4	NC	Added MS in Ag Communications	Total revision begin in 1990-91	Increased percentage of grad students	Language requirement to begin in 1990-91	NC	NC		
5	NC	New courses in foundations and admin. added	Business Ed. added to schools offering	NC	General Ed. requirements being revised	ACT admission scores increased/point per year for 3 years	New President and new Dean has caused some revisions	New priorities being funded	
6	Merging of administrative and academic units	Increased responsiveness to older students	Phase down of four-year curriculum toward fifth-year teacher prep programs	More post - Bac student, higher GPAs	Increased GPA admission for Teacher Ed.	New General Ed. Core	Fewer administrators and academic units	NC	

Table 36. Continued

Univ.	Admin Structure	Grad Curriculum	Undergrad Curriculum	Student Demographics	Undergrad graduation requirements	New Institutional Requirements	Change in Univ. Structure	Changes in Relationship with state agency	Other
7	Changed to Divisional status in 9/90	More emphasis on training and development	Streamlined added dept courses	More transfer students	NC	Diversity reports	NC	NC	
8	NC	NC	NC	Higher GRE Scores	NC	NC	NC	NC	
9	NC	Increased prerequisites for Ph.D.	Major initiative in training and development	attracting older students	NC	Increased general ed. requirement	NC	NC	More involvement with private sector
10	NC	NC	Increased general studies component. Revised teacher ed. program from 8 to 12 weeks	NC	NC	NC	NC	NC	
11	Consolidated into adult and voc ed, part of Dept. of Ed Leadership	More emphasis on doctoral program	Moving to Holmes Group Model	More returning adults	Increasing General Ed requirements	NC	Always changing	No more support for Bus. Ed. or Home Ec.	
12	Division of Voc Ed reorganized into divisions of Adult, Business and Voc Ed. Less access to Dean	Courses upgraded	More rigorous. More emphasis on General Ed	More transfer students, older students, better academically prepared students.	Less flexibility, more core requirements	Increased test scores of incoming students	NC	Less financial support, now must deal with 2 state agencies.	Moving toward extra mini-grant support. Increased emphasis on research, decreased emphasis on service
13	NC	NC	NC	NC	NC	NC	NC	NC	

Table 36. Continued

Univ.	Admin Structure	Grad Curriculum	Undergrad Curriculum	Student Demographics	Undergrad graduation requirements	New Institutional Requirements	Change in Univ. Structure	Changes in Relationship with state agency	Other
14	Head given more authority	HRD attracting non-educators	Common professional sequence adopted	Attracting more students from other fields	Considering increasing Gen Ed requirements	NC	NC	Support for faculty development, program improvement and admin coordination discontinued	
15	NC	Revised all masters programs	Revised HE, Bus, and Ag to meet new guidelines	NC	Added computer competency	Increased univ studies requirement	NC	NC	
16	NC	NC	NC	NC	NC	Re-design general ed requirements	Now one campus in a 14 campus system	NC	
17	Added National center site	Added post-bac (5th year program) Implement core course sequence in doctoral program	Revised all undergrad areas	NC	NC	Moving to common university-wide preparation standards	NC	NC	
18	NC	Requiring new consumer research course	Starting to develop common professional courses	NC	NC	More emphasis on research and publishing for faculty to gain promotion and tenure	NC	Less money available to support faculty development	
19	NC	Major changes in Masters in Adult Ed	Voc teacher endorsement requirements changed	NC	New requirements in mainstreaming and multicultural	NC	NC	NC	
20	NC	NC	Moving to 5th year teacher certification program	NC	Increase in Gen. Ed. requirement	Increase in Gen Ed requirements	More emphasis on research	NC	

Table 36. Continued

Univ.	Admin Structure	Grad Curriculum	Undergrad Curriculum	Student Demographics	Undergrad graduation requirements	New Institutional Requirements	Change in Univ. Structure	Changes in Relationship with state agency	Other
21	Have coordinator rather than Dept. Head	Increased admission requirements	Major changes occurring	Increase of minorities in Voc Ed	Increase in student teaching requirement ; more course required	Increase in math and English requirement	NC	NC	More cooperation with other colleges and community colleges
22	NC	NC	NC	NC	Major restructuring of teacher ed programs Limit. placed on professional coursework (18 hrs.)	NC	New pres, provost and dean	NC	Will have 5% permanent budget reduction for 199-1992

APPENDIX

STATUS OF TEACHER EDUCATION IN UNIVERSITY COUNCIL MEMBER INSTITUTIONS

Institution: _____

Name of Person Completing Report: _____

Please return by March 15, 1990 to:
Dr. B. Harold Anderson
Director of Graduate Programs
School of Occupational and Educational Studies
Colorado State University
Fort Collins, CO 80523

PERSONNEL

Faculty in 1989-90 School Year: (include tenure track, visiting faculty, and non-tenured contracted faculty employed either on-campus or in outreach locations).

Rank	No. Full-Time	No. Part-Time	No. on Tenure	No. You Anticipate Retiring in 2 Years	in 4 Years
Professors					
Assoc. Prof.					
Asst. Prof.					
Instructors					
Other					
TOTAL					

Other Personnel employed during 1989-90 school year: (indicate number in each category)

Full-Time Support Staff ____ Part-Time Support Staff ____ Work-Study ____

Graduate Teaching Assistants _____ Graduate Research Assistants _____

Other (list) _____

COMPENSATION OF FULL-TIME FACULTY IN 1989-90 SCHOOL YEAR

Please indicate average salaries in the most appropriate category. Full-time faculty compensation should be indicated in category best reflecting TIME PERIOD during which faculty is required to BE AT WORK. Example: ACADEMIC YEAR REQUIRING NINE MONTHS' TEACHING/RESEARCH/SERVICE distributed over 12 pay periods should be recorded as a 9-month category.

	9 mo.	10 mo.	11 mo.	12 mo.	Range Low	to	High
Professors							
Assoc. Prof.							
Asst. Prof.							
Instructors							
Other							

What is the maximum percent of the base salary that faculty not on 12 month employment can earn during the summer months? 9 mo. employees _____ 10 mo. employees _____

What was the average percentage faculty salary increase given last year? _____

What is the percentage of the salary base that is utilized for benefits that is not reflected in the above salary figures? _____

COMPENSATION OF UNIT ADMINISTRATOR IN 1989-90

Unit Administrators (Dept. Head) Salary _____

Years of Service in This Position _____

Years of Experience in Higher Education _____

Employment Period (i.e., 10 months, 12 months) _____

GRADUATE STUDENT SUPPORT

	No. of Students	Av. Compensation per month	No. Hrs. of Work per week required
Graduate Teaching Assistants	_____	_____	_____
Graduate Research Assistants	_____	_____	_____
Scholarships or Fellowships	_____	_____	_____
Other Types of Support Available :			
(list, i.e., tuition waivers)	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

What percent of the full-time graduate students receive some type of financial assistance? _____

FACULTY ASSIGNMENTS

Please indicate the average distribution of the faculty's work load by assigning a percentage to each category.

	Teaching	Research	Service
Undergraduate Faculty	_____	_____	_____
Graduate Faculty	_____	_____	_____

What is the average teaching load (number of credits) per term for faculty who are **not** employed on funded research projects or compensated by non-credit producing entities?

Graduate Faculty _____

Undergraduate Faculty _____

ON-CAMPUS CREDIT HOUR PRODUCTION FOR 1988-89 ACADEMIC YEAR AND 1989 SUMMER SESSION

Does your institution utilize a: (check one) _____Semester Calendar _____Quarter Calendar

	1988-89 Academic	1989 Summer
Sections Taught	_____	_____
Credit Hours Produced	_____	_____

Comparing on-campus credit-hour production for the 1988-1989 calendar year to the 1986-1987 calendar year, has credit hour production: (check one)

Increased _____ Decreased _____ No Significant Change _____

OFF-CAMPUS CREDIT HOUR PRODUCTION FOR 1988-89 ACADEMIC YEAR AND 1989 SUMMER SESSION

	1988-89 Academic	1989 Summer
Sections Taught	_____	_____
Credit Hours Produced	_____	_____

Comparing off-campus credit-hour production for the 1988-1989 calendar year to the 1986-1987 calendar year, has credit hour production: (check one)

Increased _____ Decreased _____ No Significant Change _____

In the last five years, has the amount of inservice professional development provided to schools by your unit:

Increased _____ Decreased _____ No Significant Change _____

TRENDS IN THE LAST TWO YEARS

(Please identify the major trends that have occurred at your institution during the last two years)

Administrative Structure of Unit: _____

Graduate Curriculum: _____

Undergraduate Curriculum: _____

Student Demographics: _____

Undergraduate Graduation Requirements: _____

New Institution-Wide Requirements: _____

Changes in University Structure: _____

Changes in Relationship with State Agency: _____

Other Trends: _____

FINANCIAL SUPPORT

Please check most appropriate category comparing the 1989-1990 school year with the 1987-1988 school year.

	Increased	Decreased	No Significant Change
University Support	_____	_____	_____
State Agency Support	_____	_____	_____
Research Contracts/Grants	_____	_____	_____
Other Contracts/Grants	_____	_____	_____
Sabbaticals/Professional Development Activities	_____	_____	_____
GTAs/GRAs/Other Graduate Student Support	_____	_____	_____
Other (list)	_____	_____	_____

INTERNATIONAL AND NON-RESIDENT GRADUATE STUDENTS

A. Number of international graduate students in your unit: _____

B. Comparing the 1989-90 school year with the 1987-88 school year, the number of international students has: (check one)

Increased _____ Decreased _____ No Significant Change _____

C. Percentage of graduate students in your unit who are non-residents: _____%

INSTITUTION-WIDE STUDENT DATA

Total enrollment in your institution during Fall of 1989: _____

Total graduate enrollment in your institution during Fall of 1989: _____

UNDERGRADUATE ENROLLMENT DATA FOR 1989-1990

PROGRAM AREA	Does Your Institution Provide Certification in This Area		Enrollment Trends		Placement Opportunities	
	Yes	No	Increasing	Decreasing	Increasing	Decreasing
Agriculture	____	____	____	____	____	____
Business Education	____	____	____	____	____	____
Health	____	____	____	____	____	____
Home Economics	____	____	____	____	____	____
Marketing Education	____	____	____	____	____	____
Technology Education (Ind. Arts)	____	____	____	____	____	____
Trade & Industrial	____	____	____	____	____	____
Other (List)	____	____	____	____	____	____

A. Total enrollment in undergraduate vocational education programs ____

B. Comparing the 1989-1990 school year with the 1987-1988 school year, the number of undergraduate students has: (check one)

Increased _____ Decreased _____ No Significant Change _____

C. Does your State require the completion of a competency test as a requirement for teacher certification? Yes ____ No ____

D. If yes, ____ prior to admission to teacher education

____ prior to issuing the certificate

E. If yes, what test(s) is utilized?_____

F. What is the minimum GPA needed for admission to teacher certification? _____

G. List other requirements for admission to teacher certification_____

_____

H. Does your undergraduate curricula provide instruction in integrating vocational education and academic education? Yes ____ No ____

If yes, indicate how accomplished. _____

_____

_____

_____

MASTER'S PROGRAM ENROLLMENT DATA FOR 1989-1990

PROGRAM AREA	Does Your Institution Offer Program in This Area		Enrollment Trends		Placement Opportunities	
	Yes	No	Increasing	Decreasing	Increasing	Decreasing
Agriculture	____	____	____	____	____	____
Business Education	____	____	____	____	____	____
Health	____	____	____	____	____	____
Home Economics	____	____	____	____	____	____
Marketing Education	____	____	____	____	____	____
Technology Education (Ind. Arts)	____	____	____	____	____	____
Trade & Industrial	____	____	____	____	____	____
Human Resource Development	____	____	____	____	____	____
Administration	____	____	____	____	____	____
Guidance/Counseling	____	____	____	____	____	____
Adult Education	____	____	____	____	____	____
Comprehensive VE	____	____	____	____	____	____
Special Needs	____	____	____	____	____	____
Other (List)	____	____	____	____	____	____

A. Check Master's Degrees Offered ____ M.Ed. ____M.A. ____M.S.
Other (list) _____

B. Total Enrollment in Master's Degree Program_____

C. Comparing the 1989-1990 school year with the 1987-88 school year, the master's program enrollment has: (check one)
Increased _____ Decreased _____ No Significant Change _____

D. Please check those items that are requirements for admission to a master's degree program:

1. Minimum GPA
Yes ____ No ____ If yes, what is required? (4.0=A) _____
2. Admission Test
Yes ____ No ____ If yes, what test(s)_____
If yes, do you require a minimum score? Yes ____ No ____
If yes, what minimum score is required? _____
3. Professional Experience
Yes ____ No ____ If yes, how many years? _____
4. Other Requirements (list)_____
_____

DOCTORAL PROGRAM ENROLLMENT DATA FOR 1989-90

A. Check Post Master's Degrees Offered _____Ph.D. _____Ed.D. _____ Ed.S.
Other (list) _____

_____

B. Total Enrollment in Doctoral Program _____

C. Comparing the 1989-1990 school year with the 1987-88 school year, the doctoral program enrollment has: (check one)

Increased _____ Decreased _____ No Significant Change _____

D. Please check those items that are requirements for admission to the doctoral program:

1. Minimum GPA
   Yes _____ No _____ If yes, what is required? (4.0=A) _____
2. Admission Test
   Yes _____ No _____ If yes, what test(s) _____
   If yes, do you require a minimum score? Yes _____ No _____
   If yes, what minimum score is required? _____
3. Professional Experience
   Yes _____ No _____ If yes, how many years? _____
4. Other Requirements (list) _____

_____

E. How many doctoral students completed their degrees during the winter, spring, summer and fall terms of 1989? _____

F. Number of faculty members eligible to advise doctoral students? _____

G. Minimum number of semester credits after completing the baccalaureate degree required for the doctorate? _____

H. Comparing the 1989-1990 school year with the 1987-88 school year, opportunities for placement of doctoral students has: (check one)

Increased _____ Decreased _____ No Significant Change _____

I. Please list the options, concentrations or specializations available to doctoral students in your unit.

_____

_____

_____

_____